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ABSTRACT

This paper is a comparison of traditional and modern school management techniques for use by principals. The traditional is represented by the management style of The Wizard of Oz, the modern by five goals of what is termed "school-based management." The five goals, discussed in detail, include giving lower-level employees as much freedom as they need to do their job, limiting the data gathering on teacher accountability to the area of student achievement, letting school staffs control their own budget, letting employees share in shaping their own work environment, and fostering a system that encourages innovation and creativity. (Author/LD)

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PRINCIPAL OR WIZARD:

Brains + Heart + Courage =

Five Principles of School Based Management

THE PRINCIPAL SPEAKS

FORUM

NATIONAL ASSOCIATION FOR

ELEMENTARY SCHOOL

PRINCIPALS

FONTAINEBLEAU HOTEL

MIAMI BEACH, FLORIDA

April 20, 1980

9:00 A.M.

Room 208

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CONTRADICTIONS ARE AS REAL TODAY AS THEY WERE TO DICKENS: CHARLES [redacted] STILL THE BEST OF TIMES, AND THE WORST OF TIMES: AMERICA IS LEADING THE DECLINE OF THE WEST, AMERICA IS MANKIND'S LAST, BEST HOPE. HUMAN BEINGS ARE A CRUMMY LOT: HUMAN BEINGS ARE ONLY SLIGHTLY LOWER THAN THE ANGELS: THE DISTANT ROAR IS AN AVALANCHE OF DESOLATION, THE DISTANT ROAR IS THE JOYFUL TURNING OF THE TIDE.

IF WE ARE TRULY BALANCED AT THIS MOMENT IN OUR EVOLUTIONARY HISTORY... CAUGHT BETWEEN THE BEST OF TIMES AND THE WORST... WHAT INSTRUMENTS ARE AT OUR DISPOSAL TO TIP THE BALANCE TOWARDS WHAT NEEDS TO BE DONE, TO MAKE THIS TRULY THE BEST OF TIMES. ARE THERE IDEALS OR IDEAS THAT ARE CAPABLE OF COMMANDING OUR ATTENTION? OUR LOYALITY?

MY FAITH IS IN EDUCATION!

MORE SPECIFICALLY, MY FAITH IS IN ELEMENTARY EDUCATION. BECAUSE IT IS THE FOUNDATION OF A CHILD' EDUCATION. AND I AM DELIGHTED TO SAY THAT WITHIN THE PAST FIVE YEARS I HAVE SEEN INCREASING SUPPORT FROM OUR STATE LAWMAKERS INCREASING THE ALLOCATION OF DOLLARS SIGNIFICANTLY FOR PRIMARY AGED CHILDREN. IN FLORIDA WE SPEND APPROXIMATELY 50% MORE FOR CHILDREN IN GRADES K-3 THAN THOSE IN 4-10.

EVEN MORE SPECIFICALLY MY FAITH RESTS WITH THE ELEMENTARY SCHOOL PRINCIPAL. A MULTITUDE OF RESEARCH IS REVEALING THAT THE ELEMENTARY SCHOOL PRINCIPAL IS THE KEY AGENT FOR COMING TO GRIPS WITH MOVING OUR FUTURE INTO THE SUNLIGHT, TOWARD THE BEST OF TIMES!

ONE EXTENSIVE STUDY OF LEADERSHIP IN PUBLIC EDUCATION CONDUCTED BY DONALD P. MITCHELL AND ANNE HAWLEY CONCLUDED..."THERE IS NO QUESTION BUT THAT THE PRINCIPAL HAS <u>GREAT</u> INFLUENCE ON TEACHER MORALE AND PERFORMANCE IN THE CLASSROOM AND

AND CONSEQUENTLY ON HOW WELL OR WHETHER PUPILS LEARN.

IF IT IS TRUE THAT EDUCATION CAN SAVE US FROM THE WORST OF TIMES, AND FURTHER IF IT IS TRUE THAT AN ELEMENTARY EDUCATION IS THE ESSENTIAL FOUNDATION UPON WHICH ALL ELSE IS CONSTRUCTED, AND IF IT IS SO THAT THE ELEMENTARY SCHOOL PRINCIPAL IS THE KEY AGENT DETERMINING SUCCESS OR FAILURE FOR MANY CHILDREN...WHAT TOOL, WHAT INSTRUMENTS, WHAT TECHNIQUES ARE AT HIS DISPOSAL TO CONTINUE THE PROCESS OF MAKING SCHOOLS BETTER?

AMONG THE ANSWERS TO THAT IMPORTANT QUESTION IS ONE THAT HELPS THE PRINCIPAL TO BE THE KEY CHANGE AGENT IN THE SYSTEM: IT'S CALLED SCHOOL BASED MANAGEMENT.

SCHOOL BASED MANAGEMENT EMPLOYES SEVERAL MODERN MANAGEMENT TECHNIQUES WHICH HAVE BEEN ADAPTED FROM THE BEST BRAINS IN PRIVATE INDUSTRY.

MY DISCUSSION WILL FOCUS UPON FIVE BASIC PRINCIPLES OF SCHOOL BASED MANAGEMENT CONTRASTING THEM WITH MORE TRADITIONAL MANAGEMENT WHICH IS PRACTICED BY MOST SCHOOL SYSTEMS TODAY.

I INTEND TO EXPLAIN EACH OF THE FIVE PRINCIPLES OF SCHOOL BASED MANAGEMENT AND CONTRAST THEM WITH THE MANAGEMENT TECHNIQUES USED BY THE WIZARD OF OZ, WHEN DOROTHY, THE SCARECROW, THE TIN MAN, AND THE COWARDLY LION WENT SEARCHING FOR HIM IN THE EMERALD CITY TO RESOLVE SOME OF THEIR PROBLEMS.

THE FIRST PRINCIPLE OF SMB IS THE PRINCIPLE OF SUBSIDIARY FUNCTION.

THE FIRST PRINCIPLE CAN BE SEEN AS A PRINCIPLE THAT APPLIES NOT ONLY TO SCHOOL MANAGEMENT, BUT TO THE GOVERNANCE OF SOCIETY ITSELF. QUOTING FROM E. F. SCHUMACHER THE FAMOUS FORMULATION OF THE IDEA IS AS FOLLOWS:

IT IS AN INJUSTICE AND AT THE SAME TIME A GRAVE EVIL AND DISTRUBANCE OF RIGHT ORDER TO ASSIGN TO A GREATER AND HIGHER ASSOCIATION WHAT LESSER AND SUBORDINATE ORGANIZATIONS CAN DO. "FOR THE GREATER AND THE HIGHER ASSOCIATION OUGHT OF ITS VERY NATURE FURNISH HELP TO THE MEMBERS OF THE BODY SOCIAL AND NEVER DESTROY AND ABSORB THEM." (THE HIGHER LEVEL THAT'S YOU, PRINCIPALS,IT'S ALSO OUR SUPERINTENDENTS.) THE HIGHER LEVEL MUST NOT ABSORB THE FUNCTIONS OF THE LOWER ONES. PRINCIPALS OUGHT NOT BE DOING WHAT THEIR TEACHERS CAN DO. SUPERINTENDENTS OUGHT NOT BE DOING WHAT THEIR PRINCIPALS CAN DO. THE HIGHER LEVEL MUST NOT ABSORB THE FUNCTIONS OF THE LOWER ONE. ESPECIALLY ON THE ASSUMPTION THAT BEING HIGHER IT WILL AUTOMATICALLY BE WISER AND FULFILL THE RESPONSIBILITIES WITH MORE EFFICIENCY. THIS PRINCIPLE IMPLIES THAT PROOF THAT A MORE EFFECTIVE MEANS OF ACCOMPLISHING A TASK, LIES ALWAYS ON THOSE WHO WANT TO DEPRIVE A LOWER LEVEL OF ITS FREEDOM AND ITS RESPONSIBILITY. WE HAVE FOUND THAT THE PRINCIPLE OF THE SUBSIDIARY FUNCTION TEACHES US THAT THE HEART OF THE ORGANIZATION, THE HEART OF THE SHCOOL WILL GAIN IN AUTHORITY AND BECOME MORE EFFECTIVE IF THE FREEDOM AND THE RESPONSIBILITY OF THE LOWER FORMATIONS ARE CAREFULLY PRESERVED. THAT MEANS YOU PROVIDE THE OPPORTUNITY FOR AS MUCH <u>RESPONSIBILITY</u> WITH YOUR TEACHERS AS THEY POSSIBLY CAN ASSUME. YOU GIVE THEM AS MUCH <u>FREEDOM</u> AS THEY NEED TO DO THE JOB THAT THEY HAVE BEEN TRAINED TO DO. AT THE SAME TIME OUR SUPERINTENDENTS NEED TO KNOW THAT WE PRINCIPALS MUST BE LEFT WITH THE FREEDOM AND THE RESPONSIBILITY TO DO THE JOB THAT WE HAVE BEEN TRAINED TO DO. THE STRUCTURE OF SUCH A SHCOOL SYSTEM WILL APPEAR VERY DIFFERENT FROM THE TRADITIONAL ARRANGEMENT OF THE PYRAMID, ARRANGED WITH DECISION MAKING, FREEDOM AND RESPONSIBILITY AT THE TOP ONLY. THIS NEW STRUCTURE WILL CONSIST OF MANY SEMI-AUTONOMOUS UNITS OR SCHOOL CENTERS, EACH HAVING A LARGE AMOUNT OF FREEDOM TO STIMULATE A WORKING ENVIRONMENT FEATURING CREATIVITY AND INNOVATION

AT THE GRASS ROOTS LEVEL. THIS STRUCTURE LOOKS DIFFERENT THAN THE CHRISTMAS TREE, PYRAMID WITH A SINGLE STAR AT THE TOP...INSTEAD, THE STRUCTURE OF OUR SYSTEM LOOKS MORE LIKE A MAN HOLDING SEVERAL BALLOONS (REPRESENTING THE SCHOOL CENTERS) IN HIS HAND. THE BALLOONS ARE OF VARIOUS SHAPES, SIZES AND COLORS AND THEY FLOAT HIGH ABOVE HIS HEAD, BUT ARE FIRMLY GRASPED BY AN ATTACHED STRING. (THE SAME STRING THAT HOLDS THEM UP HOLDS THEM DOWN.) EACH HAS ITS OWN BUOYANCY, ITS OWN QUASI-AUTONOMOUS STATUS RATHER THAN BEING LORDED OVER BY A STAR. EACH SCHOOL CENTER ARRANGES ITS OWN WORK, DETERMINES ITS OWN STAFF AND DEVELOPES ITS OWN STYLE OF DEALING WITH THE DAY TO DAY PROBLEMS IT EXPERIENCES. EACH EXPERIENCES ITS FREEDOM, ITS POWER, AND ITS RESPONSIBILITY AS IT PLANS, ORGANIZES, DIRECTS, COORDINATES AND BUDGETS ITS OWN RESOURCES.

TEACHERS ARE LEFT TO TEACH, PRINCIPALS HAVE TIME TO ADMINISTER... TO GET AWAY FROM THEIR DESKS, TO LEAVE THE PAPER WORK FOR THE OFFICE STAFF, TO GET ABOUT THE BUSINESS OF ESTABLISHING THE KINDS OF RELATIONSHIPS THAT ARE NECESSARY TO MAKE THE SHCOOL WORK AS IT SHOULD!

THIS IS VERY DIFFERENT FROM THE TRADITIONAL STRUCTURE OF THE PYRAMID. THE KIND THAT FOCUSES UPON THE STAR, THE WIZARD WHO IS SEEN AS THE WAY AND THE LIGHT. I WANT TO SPEND A FEW MINUTES CONTRASTING THE PRINCIPAL UNDER SBM USING THE PRINCIPLE OF THE SUBSIDIARY FUNCTION WITH THAT OF THE WIZARD. OUR BEST PICTURE OF A WIZARD COMES TO US FROM THE FAMOUS FABLE THE WIZARD OF OZ. YOU REMEMBER THE STORY OF DOROTHY WHO WAS DISPLACED FROM HER AUNT EM'S FARM IN KANSAS INTO AN UNKNOWN LAND OF WITCHES, AND WIZARDS. SHE SEEKS THE WIZARD OF OZ IN THE EMERALD CITY TO HELP HER GET BACK TO KANSAS. ON HER JOURNEY SHE TEAMS UP WITH A SCARECROW, IN SEARCH OF A BRAIN, A TIN MAN SEARCHING FOR A HEART, AND A COWARDLY LION LOOKING FOR COURAGE. TOGETHER THEY FACE MANY PERILS BEFORE THEY FINALLY REACH THE GREAT AND POWERFUL OZ. AND JUST WHAT IS THE WIZARD LIKE?

WE BEGIN TO UNDERSTAND WHAT HE IS LIKE FROM THE DESCRIPTION PROVIDED TO DOROTHY BY THE GOOD WITCH OF THE NORTH, AFTER SHE INQUIRES. "OZ HIMSELF IS A GREAT WIZARD", ANSWERS THE GOOD WITCH SINKING HER VOICE TO A WHISPER. "HE IS MORE POWERFUL, THAN ALL THE REST OF US PUT TOGETHER. HE LIVES IN THE CITY OF EMERALDS. "IS HE A GOOD MAN?" INQUIRES DOROTHY ANXIOUSLY (WHO WOULDN'T BE ANXIOUS AROUND SOMEONE THAT POWERFUL) "HE IS A GOOD WIZARD. WHETHER HE IS A MAN OR NOT I CANNOT SAY, FOR I HAVE NEVER SEEN HIM", THE GOOD WITCH ANSWERED.

THE GREAT AND POWERFUL WIZARD OF OZ, THE STAR WHO FAILS TO SHARE HIS POWER, HIS FREEDOM AND RESPONSIBILITY IS THE OLD FASHIONED TOP-DOWN SCHOOL ADMINISTRATOR WHO IS QUIRE INACCESSIBLE.

BUT LET US LEAVE THE LAND OF OZ AND RETURN TO THE FIVE PRINCIPLES OF SBM.

THE SECOND PRINCIPLE OF SBM IS THE PRINCIPLE OF ACCOUNTABILITY.

ACCOUNTABILITY MEANS TO INDICATE, TO DEFNED AGAINST REPROACH, TO PROVE TO BE VALID AND TRUE, TO JUSTIFY ONES ACTIONS. ACCOUNTABILITY IS ONE OF THE ESSENTIAL DUTIES OF THE HIGHER AUTHORITY TOWARD THE LOWER FORMATIONS. THE PRINCIPLE OF ACCOUNTABILITY REQUIRES THAT THE SCHOOL PRINCIPAL USE HIS AUTHORITY TOWARD THE TEACHER, TO HAVE THEM JUSTIFY WHAT THEY ARE DOING IN THE CLASSROOM. SUPERINTENDENTS ARE REQUIRED TO DO THE SAME WITH PRINCIPALS.

BUT AS PRINCIPALS, AS ADMINISTRATORS...WE MUST BE AWARE OF OUR NEED FOR ORDER AND CONTROL, OUR NEED TO KNOW EVERY DETAIL OF WHAT THE LOWER FORMATION IS DOING IN EVERY PHASE OF THEIR OPERATION, ALL THE TIME. THE KEY TO ACCOUNTABILITY IS TO LIMIT THE AMOUNT OF DETAIL REPORTING WE EXPECT FROM OUR TEACHERS OR WE WILL DESTROY THE FREEDOM TO CREATE WE SOUGHT TO FOSTER IN THE PRINCIPLE OF THE

SUBSIDIARY FUNCTION. IF WE EXPECT THEM TO BE ACCOUNTABLE FOR TOO MUCH DETAIL, FOR TOO MANY INCIDENTALS, WE WILL STEAL AWAY THEIR CONTROL, THEIR SENSE OF RESPONSIBILITY, SQUASHING THEIR FREEDOM AND ELIMINATING THE QUADSI-AUTONOMOUS STATE THAT ESTABLISHES INNOVATION AND CREATIVITY.

THE IDEAL APPLICATION FOR THE PRINCIPLE OF ACCOUNTABILITY IS TO LIMIT THE CRITERIA OF PROOF TO: WHAT SHOULD CHILDREN BE LEARNING AND ARE THEY LEARNING IT!

LET ME TELL YOU HOW THE WIZARD DEMANDS TOO MUCH DETAIL. WHEN DOROTHY AND HER TRAVILING COMPANIONS FINALLY REACHED THE EMERALD CITY, AND SHOCKED THE GUARDIAN OF THE GATES BY REQUESTING AN AUDIENCE WITH THE WIZARD, (THE GUARD ACTUALLY HAD TO SIT DOWN AND CATCH HIS BREATH TO RECOVER FROM THE REQUEST).

"WHY IT IS SAID THAT HE NEVER LETS ANYONE COME INTO HIS PRESENCE" SAID THE GUARD. "DOES HE NEVER GO OUT," ASKED THE SCARECROW. "NEVER! HE SITS DAY AFTER DAY IN THE GREAT THRONE ROOM OF HIS PALACE, AND EVEN THOSE WHO WAIT UPON HIM NEVER SEE HIM FACE TO FACE."

BEING CUT OFF FROM THE OPPORTUNITY TO RELATE TO OTHERS DEVELOPS AN INCREASING NEED FOR DETAILED INFORMATION. WE HAVE ARMED OURSELVES WITH GRAPHS, CHARTS, AND NOW THE COMPUTER, CONSTANTLY SEEKING MORE DETAIL FROM THE LOWER FORMATIONS. WE HAVE CARRIED ACCOUNTABILITY TO ITS EXTREME.

WHEN DOROTHY FINALLY ACHIEVED HER AUDIENCE SHE IS GREETED BY A HUGE HEAD. (SYMBOLIC OF THE INFORMATION SEEKER) AS SHE GAZED UPON THIS IN WONDER AND FEAR, THE EYES TURNED SLOWLY AND LOOKED AT HER SHARPLY AND STEADILY. THEN THE MOUTH MOVED, AND DOROTHY HEARD THE VOICE SAY: "I AM OZ, THE GREAT AND THE TERRIBLE." AND THEN THE REQUEST FOR DETAIL INFORMATION WAS DEMANDED.
"WHO ARE YOU, AND WHY DO YOU SEEK ME? "HOW DID YOU FIND ME, AND WHERE DID YOU COME FROM?" "WHERE DID YOU GET THE SILVER SHOES?" "WHERE DID YOU GET THAT MARK UPON YOUR FOREHEAD." (PAUSE)

TOO MANY DETAILS DEMANDED FROM A LITTLE GIRL WHO IS LOST AND FRIGHTENED, AND WANTS TO GET HOME.

THE PRINCIPAL CAN ESCAPE FROM THE ENTRAPMENT THE WIZARD MUST HAVE FELT IF HE WILL BECOME MORE ACCESSIBLE AND STOP DEMANDING ACCOUNTABILITY OF [redacted] TOO MANY DETAILS. HIS JOB IS TO FOCUS UPON KEEPING ACCOUNTABILITY TO A MINIMUM WHILE CONTINUING TO FOCUS UPON THE FACILITATION OF FREEDOM, RESPONSIBILITY, CREATIVITY AND INNOVATION!

NOW LET ME MOVE TO THE THIRD PRINCIPLE OF SBM THE PRINCIPLE OF IDENTIFICATION

THIS PRINCIPLE ALLOWS THE INDIVIDUAL SCHOOL STAFF TO CONTROL ITS OWN BUDGET. THE BUDGET IS ALLOCATED BY USING AN EQUITABLE FORMULA FOR DISTRIBUTION OF EXISTING FUNDS. NO SCHOOL GETS FAVORABLE TREATMENT OVER ANOTHER SHCOOL! ONCE A PROMISE IS MADE TO GIVE A SCHOOL A CHOICE TO OPERATE ITS OWN BUDGET: A SURPLUS OR DEFICIT AT THE END OF THE YEAR WILL BE CARRIED FORWARD. NEITHER WILL BE WIPED AWAY. (PAUSE)

NOW THIS IS A MATTER OF GREAT PSYCHOLOGICAL IMPORTANCE. IF A SYSTEM ENCOURAGES YOU TO SAVE AND SAVE AND TOMORROW WHAT YOU HAVE SAVED IS TAKEN AWAY OR RENDERED WORTHLESS BY SOME NEW FORMULA, YOUR MOTIVATION TOO WILL BE LOST JUST AS THE SURPLUS IS! AND WHY WOULD ANYONE BE CONCERNED ABOUT OVER SPENDING IF A WONDERFUL WIZARD EVENED THINGS OUT AT THE CLOSE OF EACH YEAR.

FOR THE INNOVATOR, THE END OF THE YEAR BALANCE SHEET IS ESSENTIAL. WHEN A SCHOOL IS SUCCESSFUL IN ITS FINANCIAL PLANNING THAT WILL LEAD TO GREATER FINANCIAL FREEDOM. WHEN A SCHOOL OVERSPENDS, AND EXPERIENCES FINANCIAL FAILURE IT WILL LEAD TO RESTRICTIONS AND DISABILITY...SNATCHING AWAY A SCHOOLS SURPLUS AND PUMPING IT BACK INTO THE LARGER ORGANIZATION DESTROYS INCENTIVE, AND MOTIVATION.

A SYSTEM THAT FAILS TO DEVELOP RELATIONSHIPS IN A PSYCHOLOGICAL CLIMATE BASED UPON TRUST IS NO DIFFERENT FROM THE RELATIONSHIP ESTABLISHED BETWEEN DOROTHY AND THE WIZARD. REMEMBER WHEN THE WIZARD GROWLED AT DOROTHY. "YOU HAVE NO RIGHT TO EXPECT ME TO SEND YOU BACK TO KANSAS, UNLESS YOU DO SOMETHING FOR ME FIRST." (KIND AND EMPATHETIC FELLA WASN'T HE?)

"WHAT MUST I DO?" ASKED THE GIRL. "KILL THE WICKED WITCH OF THE WEST," ANSWERED OZ. (PRETTY HEAVY DEMAND)

AFTER MUCH PROTESTING DOROTHY AND HER COMPANIONS SET OFF ON A VENTURE BASED UPON THE WIZARDS PROMISE TO GRANT ALL THEIR WISHES FOR THE DEATH OF THE WICKED WITCH.

BUT WHAT HAPPENED AFTER THE WICKED WITCH OF THE WEST WAS DESTROYED, AND THE FOURSOME RETURNED TO REVISIT THE WIZARD?

"IS THE WICKED WITCH OF THE WEST DESTROYED," BELLOWS OZ. "YES," ANSWERED DOROTHY, I MELTED HER WITH A BUCKET OF WATER. NOW CAN I GET BACK TO KANSAS?" "NOT SO FAST, NOT SO FAST, GO AWAY AND COME BACK TOMORROW." A PROMISE DASHED, INCENTIVE STALLED, MOTIVATION HALTED. THE PRINCIPLE OF IDENTIFICATION IS A MATTER OF GREAT PSYCHOLOGICAL IMPORTANCE.

LET US MOVE ALONG TO THE FOURTH PRINCIPLE OF SCHOOL BASED MANAGEMENT, THE PRINCIPLE OF MOTIVATION

THE WORK OF ANY PERSON MUST PROVIDE BOTH CHALLENGE AND SATISFACTION IF WE EXPECT PEOPLE TO STRIVE TO DO THEIR BEST, TO STRIVE FOR EXCELLENCE, TO TAKE PRIDE IN THEIR ORGANIZATION AND THEIR PROFESSION. PEOPLE ARE WILLING TO WORK UP TO THEIR ABILITY AND TO STRETCH THEMSELVES BEYOND THEIR CAPABILITIES WHEN THEY SENSE THAT THEIR PERSONAL NEEDS ARE BEING MET AS WELL AS THE DEMANDS OF THE ORGANIZATION. TEACHERS WILL WORK THEIR HEADS OFF FOR YOU IF THEY FEEL LIKE THEY ARE GETTING

SOME PERSONAL SATISFACTION. I HAVE FOUND THAT THE BEAUROCRATIC STRUCTURE OF THE OLD SYSTEM, THE BEAUROCRATIC STRUCTURE OF AN AUTHORITARIAN TOP DOWN MANAGEMENT SYSTEM, THE KIND THE WIZARD USES ENCOURAGES JEALOUSY AND FOSTERS COMPETITION. REMOTE AND IMPERSONAL CONTROLS CAUSE INCREASING ISOLATION AND ALIENATION. TOO MUCH CENTRAL CONTROL, TOO MUCH AUTHORITY CAN STIFLE INDEPENDENCE AND AUTONOMY. DEPENDENCY, ALIENATION AND ISOLATION ARE SPIRIT KILLERS, THEY SAP CREATIVITY, FOSTER NEGATIVE SELF CONCEPTS, AND DESTROY INDIVIDUAL MOTIVATION. A SYSTEM THAT ENCOURAGES FREEDOM AND INNOVATION THAT INTERGRATES PERSONAL AND ORGANIZATION GOALS, WHERE EMPLOYEES SHARE IN THEIR SHAPING OF THEIR WORKING ENVIRONMENT, THAT CREATES MOTIVATION. WHEN TEACHERS HAVE THE OPPORTUNITY TO EXPERIENCE ALL OF THEIR POTENTIAL, WHEN TEACHERS ARE IN TOUCH WITH THEIR CREATIVITY, WHEN TEACHERS STRUGGLE TO FIND A NEW METHOD, THEN TEACHERS ARE MOTIVATED.

EDUCATORS LIKE ALL PEOPLE ARE AFFECTED BY THEIR SELF CONCEPTS, AND WE DEVELOP OUR CONCEPTS OF SELF THROUGH OUR EXPERIENCES. I WANT MY TEACHERS TO EXPERIENCE THEMSELVES AS IMPORTANT, ACCEPTABLE, ABLE, RESPONSIBLE, CREATIVE AND EFFECTIVE.

(SOFT)

I HAVE LEARNED THAT HOW A TEACHER BEHAVES IS LARGELY DETERMINED BY HOW SHE SEES HERSELF IN HER RELATIONSHIP TO HER PRINCIPAL, HER FELLOW TEACHERS, HER STUDENTS AND ESPECIALLY THE PROFESSION ITSELF. AS THE PROCESS OF RELATING TO ONE ANOTHER IN A SBM STRUCTURE UNFOLDS, AND AS TEACHERS INTERPERSONAL COMMUNICATION SKILLS IMPROVE THEY BEGIN STRIVING FOR <u>SELF FULFILLMENT</u>. EACH SEEKING TO BE ENOUGH, NOT ONLY AS TEACHERS BUT AS PEOPLE AS WELL. ONCE I BEGAN TO UNDERSTAND THAT THEIR BASIC NEED WAS FOR PERSONAL ADEQUACY, THEN I UNDERSTOOD WHAT MOTIVATED THEM. I BELIEVE THAT TEACHERS WILL MOTIVATE THEMSELVES AS LONG AS THE STRUCTURE ALLOWED THEM TO DO SO.

LET'S LOOK FOR A MINUTE AT THE PERSONAL MOTIVATION OF THE SCARECROW TO THINK, THE TIN MAN TO FEEL COMPASSION AND THE COWARDLY LION TO EXPERIENCE COURAGE. EACH WAS STRIVING FOR PERSONAL ADEQUACY, EACH DRIVEN BY THE NEED TO FEEL SELF-FULFILLED. NO WIZARD CAN GRANT THOSE DESIRES THEY CAN ONLY COME FROM WITHIN. EACH OF THE CHARACTERS LACKED CONFIDENCE, EACH SAW HIMSELF NEGATIVELY, AND YET EACH ALREADY POSSESSED WHAT HE SOUGHT BUT EACH NEEDED SUPPORT TO DISCOVER THAT THEY HAD BRAINS, HEART AND COURAGE.

THE OLD FASHIONED MANAGEMENT STYLE OF THE WIZARD FAILED TO RECOGNIZE THAT THE QUALITIES, OF INTELLIGENCE, COMPASSION AND COURAGE MUST BE STIMULATED BY GRACIOUS MINISTERING, NOT FORCEFUL MANIPULATION.

OVER AND OVER AND OVER AGAIN THE SCARECROW PROVED THAT HE ALREADY POSSESSED THE BRAINS HE WAS SEEKING. HE SOLVED PROBLEMS OF NAVIGATION ON THE TREACHEROUS JOURNEY TO THE EMERALD CITY. HE REASONED THAT "IF THE ROAD GOES IN IT MUST COME OUT." HE PLANNED THE STRATEGY TO LIQUIFY THE WICKED WITCH OF THE WEST.

OVER AND OVER AND OVER AGAIN THE TIN MAN PROVED THAT HE HAD A HEART. ONCE INDEED HE STEPPED UPON A BEETLE THAT WAS CRAWLING ALONG THE ROAD, AND KILLED THE POOR LITTLE THING. (SOFT) THIS MADE HIM TERRIBLY UNHAPPY, FOR HE WAS ALWAYS CAREFUL NOT TO HURT ANY LIVING CREATURE; AND AS HE WALKED THE YELLOW BRICK ROAD HE WEPT SEVERAL TEARS OF SORROW AND REGRET. THESE TEARS RAN SLOWLY DOWN HIS FACE AND OVER THE HINGES OF HIS JAW, AND THERE THEY RUSTED HIS JAW SHUT. ALTHOUGH THE LION AND DOROTHY WERE GREATLY PUZZLED BY THE SILENT ANTICS OF THE TINWOODSMAN, THE SCARECROW SEIZED THE OIL CAN FROM DOROTHY"S BASKET AND OILED HIS JAW HINGE, AND IN A FEW MOMENTS HE WAS ABLE TO TALK AGAIN.

OVER AND OVER AND OVER AGAIN THE COWARDLY LION PROVED HIS COURAGE, BEFORE HE EVER MET THE WIZARD. REMEMBER WHEN HE JUMPED THE GREAT DITCH TO GET BACK TO THE YELLOW

BRICK ROAD TAKING ONE OF HIS COMPANIONS AT A TIME UPON HIS BACK, UNTIL HE HAD LEAPED THREE TIMES ACROSS THE GREAT DITCH.

EVERYONE HAS EVERYTHING THEY NEED....BUT WE ALL NEED SOMEONE WHO IS SKILLFUL ENOUGH TO MAKE US STRIVE TOWARD DISCOVERING OUR LATENT POTENTIAL.

THAT IS THE WORK OF THE PRINCIPAL IN A SYSTEM THAT USES THE PRINCIPLE OF MOTIVATION!

THE FIFTH PRINCIPLE IS THE PRINCIPLE OF INTERGRATION

THE PRINCIPALSHIP IS ALWAYS THE MOST DIFFICULT POSITION IN A SCHOOL. OUR OFFICE IS THE NERVE CENTER OF THE SCHOOL. WE CARRY RESPONSIBILITY FOR EVERYTHING THAT HAPPENS, OR FAILS TO HAPPEN, THROUGHOUT THE SCHOOL, EVEN THOUGH WE ARE FAR REMOVED FROM THE ACTUAL SCENE OF EVENTS. WE CAN DEAL WITH MANY WELL-ESTABLISHED FUNCTIONS BY MEANS OF DIRECTIVES, RULES AND REGULATIONS. BUT HOW DO WE CREATE NEW DEVELOPMENTS, CREATE INNOVATIVE IDEAS? HOW DOES PROGRESS HAPPEN IN OUR SCHOOLS?

THE DIVERGENT PROBLEM ALL SCHOOL SYSTEMS FACE IS THAT WITHOUT ORDER, PLANNING PREDICTABILITY, CONTROL, ACCOUNTABILITY, OBEDIANCE AND DISCIPLINE, NOTHING FRUITFUL CAN HAPPEN BECAUSE EVERYTHING WILL DISINTEGRATE! AND YET, WITHOUT DISORDER HAPPY ABANDON INNOVATIVE VENTURING INTO THE UNKNOWN AND INCALCULABLE, WITHOUT RISK AND GAMBLE, THE CREATIVE IMAGINATION RUSHING IN WHERE BUREAUCRATIC ANGELS FEAR TO TREAD - WITHOUT THIS, SCHOOL LIFE ITSELF IS A MOCKERY AND DISGRACE.

THE PRINCIPAL CAN EASILY LOOK AFTER ORDER: IT IS NOT SO EASY, HOWEVER, TO LOOK AFTER FREEDOM AND CREATIVITY. A PRINCIPAL HAS THE POWER TO ESTABLISH ORDER, BUT NO AMOUNT OF POWER CAN EVOKE A CREATIVE CONTRIBUTION. HOW THEN CAN THE

PRINCIPAL WORK FOR PROGRESS CREATIVITY AND INNOVATION. ASSUMING HE KNOWS WHAT OUGHT TO BE DONE, HOW CAN HE GET IT DONE THROUGHOUT HIS SCHOOL? THIS IS WHERE THE PRINCIPLE OF INTERGRATION CAME IN.

THE PRINCIPLE OF THE INTERGRATION APPLIES TO ALL OF THE CONTRADICTION OF LIFE, ALL OF THE OPPOSING FORCES, ALL OF THE DIVERGENCIES. THE DIVERGENCY WE HAVE HEARD ABOUT FREQUENTLY THROUGHOUT THIS PAPER IS THE POLARIZATION OF ORDER AND FREEDOM. BUT THE PRINCIPLE OF THE INTERGRATION APPLIES TO ALL EXTREME POLARITY.

AND HERE I WOULD LIKE TO APPLY THE INTERGRATION PRINCIPLE TO THE DIVERGENCY OF R O L E AND P E R S O N A L I T Y AS THEY RELATE TO BOTH PRINCIPAL AND WIZARD.

IF AS PRINCIPALS WE BECOME COMPLETELY ENAMOURED IN OUR ROLE AS THE WIZARD DID IN THE EMERALD CITY, WE TOO BECOME TRAPPED INTO BELIEVING WE ARE OUR ROLES. THE WIZARD, ISOLATED AND ALIENATED FROM EVERYONE, HUNGARY FOR DETAIL, AWESOME, POWERFUL AND TERRIBLE, TRAPPED IN THE THRONE ROOM FOR TOO MANY YEARS CAME TO A POINT IN TIME WHEN HE BEGAN TO DEFINE HIMSELF AS A WIZARD.

WHEN THE WIZARD ROARED "DO NOT AROUSE THE WRATH OF THE GREAT AND POWERFUL OZ" (S O F T) WHEN HE SHOUTED "GO AWAY AND COME BACK TOMORROW," HE WAS COMPLETELY CONTROLLED BY HIS ROLE.

IT MUST HAVE BEEN PAINFUL FOR DOROTHY AS SHE DISAPPOINTEDLY, QUESTIONED " TOMORROW " IN DISBELIEF. AND IT MUST HAVE REQUIRED GREAT COURAGE FOR THE COWARDLY LION TO ROAR, A LARGE, LOUD ROAR, WHICH WAS SO FIERCE AND DREADFUL THAT TOTO, DOROTHY'S DOG, JUMPED AWAY FROM HER IN ALARM AND TRIPPED OVER THE SCREEN THAT STOOD IN THE CORNER OF THE ROOM.

AS THE SCREEN WAS KNOCKED ASIDE EVERYONE OF COURSE WAS FILLED WITH WONDER AS THEY DISCOVERED HIDDEN BEHIND THE SCREEN WAS A LITTLE OLD MAN, WITH A BALD HEAD AND A WRINKLED FACE, WHO SEEMED TO BE AS MUCH SURPRIZED AS THEY WERE.

WHO ARE YOU? (SOFT, SCARED)

"I AM OZ, THE GREAT AND TERRIBLE". SAID THE LITTLE OID MAN IN A TREMBLING VOICE."

" YOU ARE A VERY BAD MAN," SCOLDED DOROTHY.

"NO I'M A VERY GOOD MAN JUST A BAD WIZARD".

HIS ROLE STRIPPED AWAY, HIS BALD HEAD AND WRINKLED FACE REVEALING THE FRAILITY OF HIS HUMANESS A REMARKABLE TRANSENDENCE OF P E R S O N A L I T Y BEGAN TO EMERGE FROM THE ONCE AWESOME WIZARD.

AS PRINCIPALS WE CAN NEVER BE ALL R O L E OR ALL P E R S O N A L I T Y..... WHAT WE MUST DO IS INTERGRATE THE TWO INTO A BALANCE THAT PERMITS AFFECTIVE RELATIONSHIPS WITH OUR TEACHERS.

IT MAY NOT BE UNREALISTIC TO THINK THAT NO ONE TODAY CAN BE A VERY GOOD WIZARD, OR PRINCIPAL OR EVEN PRESIDENT... BUT WE ALL HAVE SERIOUS OBLIGATIONS TO BECOME VERY GOOD MEN!

THE EFFORT TO INTERGRATE THE CONTRADICTIONS OF R O L E AND P E R S O N A L I T Y WILL HELP US AS PRINCIPALS TO STRIVE TOWARD A PLACE IN EDUCATION.... (S O F T) A PLACE SOMEWHERE OVER THE RAINBOW, WHERE SCHOOLS ARE AS BRIGHT AS EMERALD CITIES, TEACHERS [redacted] AS EARNEST, OPEN AND HONEST AS THE SCARECROW, THE TINWOODSMAN, THE COWARDLY LION, AND STUDENTS ARE AS HAPPY AS WINGED MONKEYS.

AND PERHAPS THE LESSON WE CAN ALL LEARN FROM DOROTHY, UPON HER SAFE ARRIVAL BACK ON [redacted] AUNT EM'S FARM IN KANSAS, IS THAT WE REALLY DO NOT HAVE TO TRAVEL

TO THE LAND OF OZ TO FIND WHAT WE SEEK, WE HAVE ALL WE NEED RIGHT IN OUR OWN BACK YARDS.

AND WHEN WE STUDY AND LEARN THE PRINCIPLES, THE FIVE PRINCIPLES OF MODERN SCHOOL MANAGEMENT WE WILL INDEED FIND WAYS TO SHED THE ROLE OF WIZARD AND ADOPT THE METHODS OF PRINCIPALS.